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Investigating Transformational Leadership Practices in Private Schools from Teachers' Perspectives

Asmaa Amin Chmer

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United Arab Emirates University

College of Education

Department of Foundation of Education

INVESTIGATING TRANSFORMATIONAL LEADERSHIP
PRACTICES IN PRIVATE SCHOOLS FROM TEACHERS'
PERSPECTIVES

Asmaa Amin Chmer

This thesis is submitted in partial fulfilment of the requirements for the degree of
Master of Education (Educational Leadership)

Under the Supervision of Dr. Mohamed Al Hosani

April 2020

Declaration of Original Work

I, Asmaa Amin Chmer, the undersigned, a graduate student at the United Arab Emirates University (UAEU), and the author of this thesis entitled “*Investigating Transformational Leadership Practices in Private Schools from Teachers’ Perspectives*”, hereby, solemnly declare that this thesis is my own original research work that has been done and prepared by me under the supervision of Dr. Mohamed Alhosani, in the College of Education at UAEU. This work has not previously been presented or published, or formed the basis for the award of any academic degree, diploma or a similar title at this or any other university. Any materials borrowed from other sources (whether published or unpublished) and relied upon or included in my thesis have been properly cited and acknowledged in accordance with appropriate academic conventions. I further declare that there is no potential conflict of interest with respect to the research, data collection, authorship, presentation and/or publication of this thesis.

Student’s Signature:  _____

Date: 22-05-2020

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Abstract

This study investigates teachers' perceptions of transformational leadership as practiced by private school principals in Al Ain, United Arab Emirates. The study examines the leadership practices of idealized influence, inspirational motivation, intellectual stimulation, and individual consideration, analyzed by selected demographic variables, i.e., (gender, level of qualification, and years of experience). The study was guided by three research questions. The first examined the extent to which school principals practice transformational leadership, as seen from the teachers' perspectives. The second considered statistical differences in the practice of transformational leadership due to gender, qualifications and experience, while the third looked at teachers' suggestions for enhancing transformational leadership practices. The researcher uses a quantitative methodology, incorporating a descriptive-inferential survey. The convenience sample comprised 363 teachers at 15 private schools in Al Ain. The data were analyzed using the Statistics Package for Social Sciences. Descriptive statistics were used to determine how well the perceptions of participants align with the conceptualization of transformational leadership. One-way analysis of variance and multiple comparisons were used to explore differences in perceptions of transformational leadership according to participant qualifications and years of experience. T-tests were used to find differences in perception by gender. The results of the study showed that principals usually practice transformational leadership in Al Ain's private schools. The study found significant differences in teachers' perspectives according to their qualifications and experience. However, there was no significant difference between the perspectives of men and women. It is hoped that educational institutions will benefit from the study by identifying factors which may help learners and researchers to understand the most effective ways to implement a transformational leadership style in this setting.

Keywords: Transformational leadership, leadership practices, idealized influence, inspirational motivation, school principals.

Title and Abstract (in Arabic)

درجة ممارسة القيادة التحويلية لدى مدراء المدارس الخاصة من وجهة نظر معلميهـم

الملخص

تهدف هذه الدراسة إلى استقصاء آراء المعلمين حول ممارسات مدراء المدارس الخاصة للقيادة التحويلية في مدينة العين، وقد تم استقصاء هذه الآراء حسب متغير الجنس والشهادة العلمية وعدد سنوات الخبرة. وقامت هذه الدراسة على استقصاء ممارسات المدراء في أربع محاور للقيادة التحويلية وهي التأثير المثالي، والدافعية الإلهامية، والإستثارة الفكرية، والإعتبارية الفردية. وتمت هذه الدراسة من خلال الإجابة على ثلاث أسئلة، السؤال الأول استقصاء درجة ممارسة المدراء للقيادة التحويلية في المدارس الخاصة في مدينة العين من وجهة نظر معلميهـم. السؤال الثاني: البحث عن فروق ذات دلالة إحصائية تعزى لمتغير الجنس والشهادة العلمية وعدد سنوات الخبرة. السؤال الثالث يعرض الإقتراحات التي يقدمها المعلمون لتعزيز نمط القيادة التحويلية في مدارسهم. استخدمت الباحثة المنهج الوصفي التحليلي حيث استهدفت 15 مدرسة خاصة في العين تم اختيارهم عن طريق العينة المريحة، وتم جمع (363) استبانة صالحة من معلمي المدارس الخاصة و معلوماتها، ثم إدخال البيانات على برنامج SPSS و تحليلها باستخدام المتوسطات الحسابية و الانحرافات المعيارية لإيجاد درجة ممارسة القيادة التحويلية و t test لإيجاد الفروق بوجهات نظر المعلمين حسب متغير الجنس، أما اختبار التباين الأحادي (ANOVA) فقد أوجد الاختلاف في وجهات المعلمين حسب متغير المؤهل العلمي و سنوات الخبرة. وتبين من خلال النتائج أنه غالبا ما يمارس مدراء المدارس الخاصة القيادة التحويلية في مدارسهم وذلك من خلال وجهة نظر معلميهـم، وأنه ليس هناك فروق ذات دلالة إحصائية تعزى لمتغير الجنس، وإنما هناك فروق ذات دلالة إحصائية تعزى لمتغير المؤهلات العلمية والخبرة. وأوصت الدراسة بأهمية تطوير مستوى القيادة التحويلية لدى مدراء المدارس الخاصة من خلال برامج تدريبية.

مفاهيم البحث الرئيسية: القيادة التحويلية، التأثير المثالي، ممارسات القيادة المدرسية، الدافعية الإلهامية، مدراء المدارس.

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Dedication

To the sun of my life, my mother and father. They covered me with overwhelming love and prayers, without their love and support, I wouldn't have completed my study.

To my beloved husband who encouraged me to achieve my goal and who provided me with support and love to finish my Master Degree.

To my soul, my son, who fill my life with happiness and delight.

To my life flowers, my brothers and sisters, who support and encourage me.

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List of Abbreviations

ADEC	Abu Dhabi Education Council
ADEK	Abu Dhabi Education and Knowledge
ANOVA	One-Way Analysis of Variance
HSD	Honestly Significant Difference
M	Mean
MLQ	Multifactor Leadership Questionnaire
SD	Standard Deviation
SPSS	Statistical Package for Social Sciences
TL	Transformational Leadership
TSL	Transformational School Leadership
UAE	United Arab Emirates

Chapter 1: Introduction

Today many institutions find themselves constantly updating, changing and adapting in order to become and remain relevant in the modern world. Such changes are accelerating alongside global development and are vital for competitive institutions. In order to face such challenges, especially in educational institutions, intelligent leadership is required.

Researchers, leaders and administrators consider leadership as essential in order to achieve institutional goals. Northouse (2001) defined leadership as a process where one individual influences a group of individuals to achieve a common goal. In recent years, the importance of leadership has increased and changed. Leadership styles have moved from a more intuitive style to a reliance on scientific and systematic parameters based on research and experience. While leadership entails leading a group of people to specific goals, educational leadership encompasses the capacity of the leader to affect people's behavior at work and encourage a desire to accomplish shared goals. Therefore, the success or the failure of educational organizations depends on the leaders' success in fulfilling their duties, developing their organizations and their ability to encourage others to reach their goals.

Leadership is a vital part of educational systems, therefore, any learning depends on the impact that leaders, as catalysts of change, have on the teachers, who are at the center of the teaching and learning process. Furthermore, schools are also influenced by the community and the institutional environment. Hence, all processes, inputs and outcomes in an educational setting are influenced by various theories of administration and the leader's practices in terms of motivating staff and increasing their sense of belonging towards the institution. Depending on the leadership being

practiced, the institution's effectiveness and proficiency may be improved (Reed, 2005). Thus, there is a growing demand for change, positive reform and effective leadership.

Certain educational contexts reflect different leadership styles. These styles encompass older and traditional styles of management (which increasingly fail to meet an institution's modern purposes) and alternative leadership styles such as anticipatory leadership and preventative leadership. As a result of this shift, transformational leadership (TL) has emerged. TL was established during the 1980s as a response to the demands of the academic community. By practicing such a leadership style, effectiveness and reform within an organization is encouraged (Sun & Leithwood, 2012). It is a more effective and convenient approach for educational institutions and it allows more freedom to enhance creativity (Al Ghamdi, 2011). According to Burns (1978), transformational leaders transform institutions by improving the achievements and increasing the motivation of the employees and staff. They establish change through hard work and with workers who are motivated to achieve success and strive for excellence (Bass, 2000).

In the United Arab Emirates (UAE), the overarching educational plan comprises five strategies:

- Clarification of policy
- A 10-year development plan
- The setting of new standards
- Restructuring educational management
- Transferring resources (Macpherson, Kachelhoffer, & El Nemr, 2007).

The modern educational context has been framed by social development, economic growth and an extraordinary rate of reform (Litz & Scott, 2017). The development of an educational institution requires principals who have the leadership skills necessary for their role. Every leader should be aware of their teachers' technical and administration needs, as well as the Ministry of Education's vision for the UAE, which focuses on best practice supported with modern technology.

Abu Dhabi Economic Vision 2030 objectives can be achieved with an excellent and innovative education system which prepares students for future challenges (Government of Abu Dhabi, 2008). Specifically, in private schools, effective education with ethical leadership is required to achieve Abu Dhabi goals and ambitions (ADEC, 2015). This indicates that improving teacher's performance is required and developing the school is necessary.

1.1 Statement of the Problem

In the UAE, and many countries, the daily routine of education and work faces serious challenges in need of reform. Teachers' everyday duties, training courses and administrative requirements make big demands on principals and teachers. Unlike many other fields, education requires new practices almost everyday, including changes and development in organization, curriculum, pedagogy, training and administration, as well as changes in administrative requirements. These challenges can be met by non-traditional leadership styles that help the followers to face the change and respond to challenges, and also create leaders who are able to inspire and motivate teachers.

Litz and Scott (2017) found that adopting TL can help UAE schools to meet many educational challenges. However, principals in the UAE schools did not practice

TL effectively from the teachers' perspectives. This is so in the Middle East generally. For example, it was found that TL practices among private secondary school principals in the Amman Governorate, Jordan, was "average" (Smeirat & Magableh, 2014). As a result of the researchers' experience in education, they perceived that not all leadership styles stimulated the team to change or achieve the goals of the educational institution, and that many leadership practices did not achieve the required goals. However, TL is a good approach that can be used by school leaders, but principals in private schools are not practicing this style. In following this line of enquiry, the present study examined the practices of TL among private school principals in Al Ain, UAE.

1.2 Statement of Purpose

This study investigates how principals practice TL in private schools in Al Ain, as they are seen from the teachers' perspectives. The researcher sought to determine the extent to which TL is practiced in private schools in Al Ain and to examine the influence of gender, qualification, and experience upon the practice. Previous research has found differences in practicing TL between men and women. This study differs from previous work in that it specifically examines gender differences in private schools in Al Ain. Gender was used as a variable because it seemed likely that differences would be evident between men and women in the practice of TL, and in how men and women viewed TL. In respect of the other variables (qualification and experience), previous research has established differences in the practice of TL.

1.3 Research Questions

For the purposes of the study, the researcher sought to answer the following questions:

1. To what extent do principals practice TL in private schools in Al Ain?
2. Is there any statistically significant difference according to gender, qualifications and experience regarding practicing TL by private school principals?
3. What suggestions or recommendations can teachers make to enhance a principal's TL style?

1.4 Significance of the Study

This study explores the teachers' perspective on the effectiveness of TL in private schools in Al Ain and how this affects teachers and students. It is hoped other educational institutions may benefit from identifying the main factors in this leadership style that contribute to an effective educational environment and improve the educational system, academic achievements, and teacher motivation within the UAE learning community. Equally, this study may help training centers make better decisions in their preparation of training courses for school principals. Moreover, the findings of this study may help learners and researchers understand the nature of effective TL, while making recommendations to enhance leadership style.

1.5 Definitions

In the simplest terms, transformational leadership (TL) is a process that changes and transforms individuals (Northouse, 2001). In other words, TL is the ability to help people to change, to improve, and to be led. According to Bass (1990a), transformational leaders are leaders who provide a learning environment to those that they lead by sharing a vision, supporting their experience, and enhancing self-efficacy and confidence. Accordingly, the operational definition of a TL style is that it is a leadership style which has a positive effect on teacher motivation, innovation, and job

performance. Additionally, transformational leaders inspire their followers by motivating them, and increasing satisfaction and loyalty. As a result, followers (including employees) are ready to take on their duties and responsibilities and achieve the desired outcomes.

1.6 Limitations of the Study

The study sample comprised teachers in private schools in Al Ain, UAE, in 2020. The researcher did not examine student achievement or teacher motivation; rather it focused on the extent to which school principals practice TL in these schools.

1.7 Theoretical Framework

Writers and researchers have defined leadership in many different ways. Bass (1990b) defined leadership as an interaction among a group of people together in order to structuring and sometimes to restructuring the current situation of an institution and the expectations of those members. On the other hand, Parker and Begnaud (2004) identified leadership as the active process in an institution that encourage people to be fully engaged and willingly committed to the current action in order to achieve the common objectives and goals and values. They believe that leadership is an understanding of the leader's followers. According to Bass and Riggio (2006), transformational leaders produce leadership behavior which helps to fulfil and attain four main functions (known as the four Is). They are:

1. Idealized influence: the leader establishes a vision and a sense of mission, inspires and encourage pride that enables the leader to gain trust and respect
2. Inspirational motivation: the leader imposes high expectations through effective communication and creates challenges between the followers

3. Intellectual stimulation: the leader encourages intelligence and raises the awareness of problem-solving skills
4. Individualized consideration: the leader builds trust between the followers, respects good work and considers the followers as partners.

Burns (1978) defined TL as, the process in which both the leader and the staff members raise each other to reach the best level of motivation and morality.

1.8 Summary

This chapter introduces the problem to be addressed in this study that is, not all leadership styles stimulate change or achieve stated institutional goals. In addressing the problem, this study investigates TL practices by private school principals in Al Ain, UAE. It also examines the influence of gender, qualifications, and experience. Three research questions were designed to achieve this purpose. The significance of this study lies in its perspective on the effectiveness of this leadership style on the followers (teachers, other school staff, etc.) The study seeks to explain how educational institutions, such as Abu Dhabi Education and Knowledge (ADEK), learners, and researchers may benefit from the research. TL and perceptions of it in practice are defined in simple, operational terms. The limitations of the study are discussed.

Chapter 2: Literature Review

2.1 Overview

This chapter presents leadership theories and the findings of previous studies related to TL. It offers a theoretical framework from which to view leadership and examines the history of TL, theories, definitions, other elements, and goals. The chapter discusses the characteristics of TL, its functions, and practices. Additionally, it explains how TL is applied in educational institutions.

Continuous change and the fast pace of many aspects of modern life have had an impact on the field of education. As such, educational institutions need to reform in order to meet the changing needs of the wider community. This requires an effective leadership style in order to lead each school forward, meet common goals, motivate staff, and stimulate their potential.

Growing human capital is the most important part of the process of building and developing the local community. Schools are entrusted with the responsibility of preparing the next generation to carry out diverse roles and tasks in an efficient and flexible manner. As such, schools comprise many elements; one of the most important of elements is leadership, as leaders coordinate and direct the opportunities which allow the school to achieve its desired objectives.

Leaders are a characteristic of modern schools, and their leadership styles are vitally important. Moreover, schools vary in their level of performance depending on the effectiveness of their principals' leadership style.

Management is reflected in all of the collaborative activities, capabilities, and practices exhibited in a school. Leadership is also concerned with helping and motivating staff while emphasizing continuous change in goal-setting and a shared vision to achieve institutional objectives. Thus, leadership may determine the success of an organization; conversely, the success or failure of an organization may often be attributed to the relative efficiency and effectiveness of the leadership.

2.2 Definitions of Leadership

Leadership has been defined in many different ways. Some researchers have defined it as maintaining a spirit of responsibility between the members of the group, while others see it as the act of leading people towards common goals. Stogdill (2010) defined leadership as the process of influencing a group of people towards establishing and implementing its objectives. Burns (1978) classified leadership into two types: transactional and transformational. Bass (1999) described transactional leadership as an exchange of relations between the leader and the staff in order to achieve their own interests. Leithwood (1994) explained it as a mutual process for providing services and jobs in return for achieving certain objectives that satisfy the needs of both leaders and followers through an exchange for their private benefit. Cardona (2000) pointed out that transactional leadership depended on unconditional motivation, a concern with results and a focus on the exchange between leader and followers via performance-related rewards or penalties.

The other type of leadership, according to Burns (1978), is transformational leadership (TL). This is a leadership style that applies to both leaders and subordinates, and which is used by leaders to change the current situation by introducing subordinates to problems within the organization. It does this through inspiration,

persuasion, and creating excitement to achieve a mutual vision and aspire to a common goal (Lussier & Achua, 2004). TL does not necessarily empower authority; instead it empowers staff to pursue and achieve measurable results by motivating and inspiring them to do so.

Bass (1990b) has further identified leadership as the relationship between two members or more, which includes the structure, or restructuring, of situations. Leadership has also been defined as the process where a leader stimulates individuals to commit to the institution and share objectives and goals (Parker & Begnaud, 2004). They added that leadership requires stimulating, motivating, and understanding the followers.

2.3 Transformational Leadership

2.3.1 History of TL

TL is a topic which has received a great deal of attention from researchers and educational administrators, due in part to its perceived effectiveness. It has a role to play in the development of educational institutions in terms of planning and organization. As such, it offers a path to ensure the continuity of institutional work in accordance with the requirements of the modern era and the promise of rapid scientific and technological development. In educational institutions, the administrative process is essential and administrators are expected to utilize appropriate techniques in order to develop contemporary educational leadership.

The first use of the term transformational leadership was in 1978 by an American political scientist, James MacGregor Burns. In his book, 'Leadership', he distinguished between the leader whose relations with followers depends on

motivating them, and the leader who depends on an exchange of interests. He defined TL as a practice in which the leader and followers work together to improve motivation and morale. According to Burns (1978), TL is a style of leadership that transforms the attitudes, beliefs, and behaviors of the followers, and creates motivation. The followers are motivated to achieve goals and reach performance targets. Later, many researchers added their contributions to this theory. Bass (1985) proposed his theory concerning TL and the dimensions related to leadership behavior.

2.3.2 TL Theory

Many theories have been established to explain the effectiveness of institutional leadership. One of the most prominent theories is transformational leadership theory (Dawani, 2013). It was established in the last two decades of the twentieth century and in the early years of the twenty-first. The process of developing individuals and improving their performance is a basic outcome of this leadership style. The fundamental principle of this leadership theory is to develop followers and improve their performance. Therefore, transformational leaders appreciate the potential of their followers and improve their ability to fulfill current and future obligations (Dvir, Eden, Avolio, & Shamir, 2002).

Burns (1978) conceptualized TL before Bass (1985) extended the theory with his own ideas and concepts. He constructed a theory of leadership consisting of transformational, transactional, and laissez-faire leadership styles. Burns emphasized that relationship between followers and leader in which there is a focus on higher purposes and goals. Consequently, the best results were produced when both leader and followers enjoyed an even and fair relationship. However, a transformational leader has the main role to play in this process, even though the leader and followers

work together. In effect, the leader encourages the followers to reach their full potential. This is the main concept of TL. The leader also motivates the followers, raises their awareness of institutional goals, and inspires them to reach these common goals and achievements.

Bass developed measures for TL that were mostly consistent with Burns's theory, especially in terms of transformational change and performance expectations (Bass, 1990a; Bass & Avolio, 1990). Bass and Burns suggested three different concepts within TL (Nicholson, 2003). First, Burns posited that the performance of subordinates only increased at higher levels on Maslow's hierarchy of needs, while Bass stressed that an increased level in the desires and needs of the followers, in terms of Maslow's hierarchy, increased their performance in a more natural manner. Second, Burns emphasized that TL had only positive effects on subordinates and the organization in general. On the other hand, Bass asserted that TL may have both positive and negative effects on the followers and organization, depending on the attitude and behavior of those followers. He added that these opinions can be transformed through positive leadership. Third, Burns stated that TL behavior and transactional behavior are the two ends of a continuum which do not meet coincide easily (El-Telbani, Bedair, & El Raqeb, 2013). However, Bass (1990a) suggested that leadership comprises both transformational and transactional structures, and leaders were able to work at different levels according to their own perceptions.

TL is one of the most effective leadership models in education and management (Berkovich, 2016). It may be referred to as a form of charismatic leadership, in which an inspiring leader influences employee to not only do their duty but also go beyond the specified expectations of the formal job description.

Furthermore, it forms behavior by motivating employees to reach higher levels of performance and transforming their beliefs, attitudes, and values (Rafferty & Griffin, 2004). The followers feel empowered by their leaders to become involved in the process of change in the organization.

According to Shatzer, Caldarella, Hallam, and Brown (2014), TL theory consists of two elements: transactional leadership and non-leadership. Transactional leadership is based on a simple exchange relationship between leader and followers, while non-leadership is the absence of any tangible leadership. It tends to be demonstrated by exception-passive leadership where leaders do not take action until problems occur. Strong transformational leaders tended to also demonstrate the practices of strong transactional leadership.

Among all the leadership styles, TL has received more attention and gained popularity because of its logical components. This leadership style motivates followers so that they work to achieve common goals and implement the institutional vision. Additionally, it is a charismatic style of leadership, where the leader become a role model for the followers.

2.3.3 TL Definitions

Over the last two decades, researchers have framed many definitions for TL. Each researcher has defined it according to the results of their study and sometimes in relation to other variables. In some definitions, TL is an ideal. However, at other times it is defined as a style that is useful mainly when change or reform is required. Burns (1978) defined TL as the relationship between the leader and the followers through which both raise each other to a higher level of motivation and morality.

TL is a process characterized by the ability to influence subordinates' attitudes and values, facilitate activities, and improve relationships (Yukl, 2006). Murphy (2005) defined TL as the ability of the leader to share the mission and future vision of the institution clearly, motivate followers, and develop performance by showcasing highly ethical behavior. Under this definition TL requires the building of trust and respect between the leader and followers in order to achieve the goals of the institution.

Conger (1999) proposed to define TL as a process in which motivation exceeds the desired performance and thereby develops and encourages subordinates intellectually and creatively. TL also transforms the subordinates' own interests as an integral part of the overall mission of the institution. Tracey and Hinkin (1998) identified TL as a process that motivates followers by strengthening their ideals and moral values.

Bryant (2003) argued that TL is a response to the requirements of the educational community and the community's calls for effectiveness of performance in educational institutions and programs. TL is of great importance in reforming educational institutions where the level of achievement is low, as it has the potential to improve performance. It is also more effective in academic and educational organizations by giving freedom to staff to develop their creative ideas.

Bass (1990a), once again, characterized TL as a leadership style in which leaders catch their followers' attention and support their interests. A leader should gain his staff's attention, while raising awareness and acceptance of the goals and overall mission of the organization. Bass and Avolio (1994) further proposed that TL should involve the interests of the followers, look closely at what motivates them, deepen their

level of awareness of the institution's vision and goals, and expand their perceptions beyond personal interests in order to serve the public interest.

2.3.4 Components of TL

The structure of TL has attracted much attention in recent times. This attention is primarily based on the work of Bernard Bass, who posited four main dimensions or components and stated that transformational leaders should practice at least one of these components. The four components of transformational leadership are known as the four I's: idealized influence, inspirational motivation, intellectual stimulation, and individual consideration (Bass, 1990a; Bass & Riggio, 2006). In effect, a transformational leader is one who leads change and transforms individuals; a person who has the ability to improve the institution and raise expectations, while facilitating institutional change. Therefore, a transformational leader supports the followers, increases confidence and efficacy, and shares a common vision with the followers, while providing a positive learning environment. Additionally, this leader inspires followers to reach effective outcomes.

Bass (1990a) concluded that transformational leaders display leadership behaviors within the institution that may be described in terms of the four posited components of TL, i.e.

- Idealized influence (charisma)

The leader establishes a vision and a sense of mission, inspires and encourages pride in the organization, and is trusted and respected. Charismatic influence is closely linked to the concept of charismatic leadership. Charisma is a set of qualities and behaviors where leaders appear as superiors and are followed by subordinates.

Therefore, such leaders are admired, valued, and trusted by others (Archbold, 2004). According to this factor, the leader is an inspirational role model, who is respected and trusted by their followers. They have a charismatic effect on individuals, so as to gain their loyalty and trust. This means that subordinates view their leaders as role models. The essence of charisma is in the creation of shared values that inspire and provide meaning in the workplace (Skeese, 2003).

- Inspirational motivation

This dimension focuses on the behaviors of a leader who can evoke a love of challenge in their followers. The leader imposes high expectations through effective communication, and should encourage followers by creating challenges between them. The leader proposes an attractive vision, encourages the followers, and strengthens their vision. Additionally, such a leader engages followers in shaping the future by using motivational and inspirational symbols and messages to guide their efforts. The leader has high expectations of the followers and raises team spirit through enthusiasm and idealism.

- Intellectual stimulation

The leader encourages intelligence and raises an awareness of problem-solving. The leader promotes innovation and initiative by challenging the followers' beliefs and views. He supports their creative thinking, innovation and rationality, while also encouraging new, creative ideas to solve problems and deal with situations in new ways. Additionally, the leader encourages creativity by preventing public criticism when failures occur, and accepting innovative ideas even if they do not agree with his own.

- Individualized consideration

The leader builds trust among followers, respects good work, and considers the followers as partners (Dawani, 2013). This dimension describes a leader who works as a coach and consultant. This coach takes on board individual differences and encourages staff to reach their goals and improve the institution. According to this approach, transformational leaders pay special attention to the needs of each individual in order to develop that individual and improve the individual's performance and growth. The leader creates new opportunities to teach employees, considering the differences between them, paying particular attention to their needs and appreciating their achievements. Such a leader deals with each individual and helps to solve problems by listening and providing support when required.

TL comprises each of these four components, and transformational leaders usually make use of at least one of them in their professional relationships (Jyoti & Bhau, 2016). Such a leader is a charismatic character, if the leader practiced the first component, i.e., idealized influence, and is trusted and admired by other individuals. This leader stimulates subordinates to be creative and innovative, provides support, coaches and encourages them. A transformational leader solves old problems through new perspectives.

2.3.5 TL Goals

TL is different from other leadership styles in that it is based on transforming the school to achieve outstanding or extraordinary goals. Leithwood and Jantzi (1990) identified the goals of TL in schools as goals that the school principal adheres to in order to achieve extraordinary outcomes. Moreover, the school principal assists members of the school community to build and achieve a collaborative and

professional culture. This can happen through developing a collaborative goal that the school seeks to achieve, or with mechanisms to support cultural changes in the school. The leader effectively communicates the values, beliefs, and cultural standards of the school. This person also shares the leadership with others by establishing distributed leadership and delegating authority to individuals with the ability to improve and develop the school.

Transformational leaders in schools listen to teachers and help them to solve their problems. Therefore, the school principal's participation in solving the problems faced by the teachers and other members of the school community makes work more positive and cooperative, and the solutions more effective. Such an approach supplies many interpretations of problems and offers different perspectives; it also helps in developing alternative solutions that are more than just personal views.

The last goal is enhancing the teachers' growth through promoting professional growth. The leader enhances teachers' motivation to develop professionally. This leader facilitates this process by helping teachers to closely relate to the school's goals and feel strongly committed to the institution.

2.4 The Transformational Leader

2.4.1 Characteristics of a Transformational Leader

There are many features which transformational leaders must display in order to develop the school or institution. First, they must have a vision of the future which can be fulfilled by aiming to achieve common goals. Thus, a transformational leader is someone who has the ability to create a vision for the organization, and who can communicate it in a way that inspires and motivates others to embrace the vision.

Second, such leaders require high levels of self-confidence to be able to transfer a vision to their followers and transform them without causing internal conflict. They need to make a 'cultural leap' by reforming individual thinking and beliefs. The leader also has a clear presence and shares others' problems. Additionally, this leader needs to provide appropriate solutions to diverse problems. Generally, a transformational leader believes in the skills and abilities of his/her followers (Lussier & Achua, 2004).

This type of leader should be very productive. Transformational leaders seek to achieve higher productivity than their subordinates and exceed what is generally expected of them within the organization. They should be a source of energy and respond readily to the needs and interest of their followers. Moreover, transformational leader should be a leader of credibility who the followers believe displays integrity and honesty, and is someone they can trust and respect. Such a leader is a catalyst for change who does not approve of any stasis that does not lead to the development and improvement of the organization. To sum up, transformational leaders have the ability to change the institution and achieve a level of productivity and performance beyond normal expectations.

2.4.2 Functions of a Transformational Leader

There are six roles or functions that distinguish a transformational leader from any other type of leader (Smeirat & Magableh, 2014). They are different from the functions of other leaders because they try to transform the institution on a transcendental level. The six functions are:

- Need for change

The leader must recognize the need for change. Therefore, transformational leader calls for change and persuades others of the need for change by building an intellectual network with active and influential people, in order to support change and deal with any resistance.

- Vision

The second function is presenting a vision of the future. A transformational leader formulates a mission and lays out ambitions, which can only be achieved through cultural shift within an institution. This person creates a vision and shares it with staff to kickstart change and begin the transformative process.

- Cultural restructure

They restructure the culture of the institution by adapting patterns of behavior and the customs and values of the staff in order to change and introduce new programs. This is because change cannot happen without altering the existing organizational culture (Smeirat & Magableh, 2014).

- A model for change

The fourth function is choosing a suitable model for change (Smeirat & Magableh, 2014). This model must be appropriate to the organization, as not every model will be acceptable or prove its effectiveness under any circumstances it must be relevant and practical. Furthermore, the change should encompass all aspects of the institution.

- Leading the transition

A function of the transformational leader is to manage and lead the transitional period. This task is one of the most difficult for the transformational leader because it requires disposing of old strategies and practices and dealing with the problems that arise from change in an appropriate manner. This is the peak of the transformational period.

- Journey toward the goals

Finally, the transformational leader should implement change and follow-up on the new situation. This leader must put the change agenda into practice and implement its strategies. Additionally, this type of leader must pay attention to staff who hesitate and falter, and then support and encourage them to go through with the new changes. Change is not a destination but a journey on which the leader effectively leads others towards the desired goals (Smeirat & Magableh, 2014). Therefore, they need to follow-up and monitor the process of change within the institution.

2.4.3 Practices of a Transformational Leader

In educational institutions such as schools, TL practices have a positive impact on school processes. Studies have identified sets of TL practices. Sun and Leithwood (2012) examined some of the practices of TL. They stated that the leader should create and develop a shared vision and a set of common goals. Further, they said the leader identifies and articulates the shared vision to inspire other staff members. Followers are motivated to pursue a common goal and have optimistic views of future goals. Additionally, when followers are engaged in decision-making, they are able to refer to the school's future goals. So, the leader needs to develop a shared vision and build a consensus, while inspiring staff and motivating them.

Another aspect of TL is providing intellectual stimulation to staff. The leader should encourage innovation and creative thinking by challenging the staff's existing assumptions and beliefs. Transformational leader should stimulate creativity and rationality in order to solve problems and find solutions. The leader also provides information so staff can evaluate and refine their behaviors to complete tasks and duties more effectively. Therefore, a transformational leader encourages, motivates, stimulates, and helps to refine employee behavior in order to increase creativity and effectiveness at work.

Providing support for individuals is an essential task for a transformational leader. This leader must listen carefully to others' opinions and understand individual needs. Such a leader responds to these needs and mentors and coaches the staff, as well as treating them as uniquely capable and skilled. Moreover, the leader should support staff and provide them with professional development opportunities. Thus, such a leader is a coach and mentor who listens and supports staff without dwelling openly on mistakes or weaknesses.

The most important role for such a leader is to act as a role model. The leader must exhibit ethical behavior and earn the trust and respect of their colleagues. The leader should also symbolize success and achievement and stimulate others to change their practices by demonstrating understanding and novel concepts (Sun & Leithwood, 2012). The transformational leader holds high expectations and seeks to achieve high performance targets. In return, the leader expects a high level of professionalism and effectiveness from team members. As a role model, the leader has the ability to change and transform other staff.

Leaders manage the institution by monitoring work and recording achievements. However, they should only interfere when performance deviates from expectations. In addition, they may give conditional rewards for fulfilling targets in order to encourage and motivate employees.

Building collaborative structures is not easy, but creating a collaborative culture is an aspect of TL. It may require a re-culturing of the staff. By distributing leadership roles among the staff, the leader engages the staff in various educational and administrative issues. The leader should involve staff in program design and instructional decisions to facilitate collaboration, collective planning, and professional growth (Sun & Leithwood, 2012).

A school culture needs to be strong and effective, therefore the leader should focus on promoting an atmosphere of collaboration, caring, and trust among staff. This should help to create a collaborative school culture that reflects the school's shared vision.

Since the support of the wider community and parents is necessary for success, engaging the community in school matters is important and effective. The leader must integrate community characteristics and values into the school (Sun & Leithwood, 2012). Other organizations and institutions may be invited to participate in school issues and involve parents in school programs and activities to ensure they are engaged with their children's school life. Engaging parents and the wider community in school matters is an indicator of a successful school and an effective school culture.

Finally, the leader should improve instructional programs in the school. Effective teaching and learning are essential for any school. Thus, TL concerns itself

with planning and supervising the instruction, and regularly monitoring progress. Improving instructional processes positively affects teaching and learning and may help to achieve the school's vision and goals.

2.5 TL in Educational Institutions

Although TL was initially implemented in a business setting, it has spread since to encompass many other organizations and institutions, including schools. School leaders who wish to reform or change school practices can do so through TL. Such a principal or school leader can motivate teachers to achieve their potential and strive to achieve the school's vision and goals.

TL has proved to be effective in schools where it engages the principal and teachers in a process of collaborative change. This creates an innovative and responsive environment (Bogler, 2001). The effectiveness and strength of TL comes from creating a strong, shared school vision and by leading people towards this vision. Additionally, the leader builds the capacity of every individual and empowers teachers to reform the school. Kochamba and Murray (2004) concluded that a transformational leader's skills are the most important skills that school principals require if they wish to reform their schools.

Leithwood (1994) and others have examined the effectiveness of TL in schools. They classified the functions of TL into three main categories of change (Marks & Printy, 2003). They are:

- Performance-centered change. This includes providing support for teachers and other staff, raising performance expectations, and intellectually stimulating individuals.

- Mission-centered change. This means creating and sharing a vision of the school with others and involving teachers in the setting of school goals.
- Culture-centered change. This comprises forming school values, building a culture of collaboration, supporting a productive culture in the school, and structuring the decision-making process.

These three areas indicate how they can improve schools and help to achieve reform.

Many researchers have looked into TL in schools and have described its effectiveness in restructuring change and responding to community and stakeholder demands. Bass's (1985) was the first work on TL in the classroom. He described TL as engaging the leader in behaviors which improved school performance and accomplished outcomes. He defined four behaviors necessary for successful interactions with school staff. As discussed, these were idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration.

Leithwood (1994) was another who conducted pioneering work on TL in schools. He claimed TL was the best leadership style to respond to twenty-first century demands. In his view, TL facilitates improved school performance as it transforms the school to better meet stakeholder and community requirements. It is important in a school setting to focus on teaching new things, establishing new values and creating new ways of thinking. Moreover, the TL style has a strong effect in terms of breaking down old values and norms and establishing new ones.

2.5.1 Leadership and Management in UAE Schools

The educational system in the UAE helps to prepare students so they may overcome international challenges. It provides an excellent education at a high

standard. In the private schools, the Abu Dhabi Department of Education and Knowledge (ADEK) monitors and assesses education to achieve its objectives, which are to organize teaching and learning and provide an innovative environment at school. Its policy for private schools (ADEK, 2015) emphasizes the importance of ethical principles, and that it is the principal's responsibility to ensure ethical practices among staff. Principals may build the ethical leadership capacity of staff as part of a TL style. In this they focus on new and creative approaches and the replacement of the norms with new ones as they respond to a new policy and goals.

Irtiqa'a inspection in private schools is an assessment program which determines the level of school performance. It is concerned with six standards:

- Quality of students' achievement
- Quality of personal and social development innovation skills of students
- Quality of teaching and assessment
- Quality of curriculum
- Quality of student safety
- Quality of school leadership and management (ADEK, 2015).

Principals pursue all efforts to improve school performance and have effective leadership practices. To fulfill this effectiveness, they have to reform their practices to meet current contextual requirements.

2.6 Previous Studies

Many studies have examined TL and investigated its practices in terms of implementing positive reforms. Litz and Scott (2017) published a study on TL in the UAE educational system. The study was conducted during the restructuring of the K–

12 systems. The purpose of the study was to investigate whether school principals in the UAE practiced TL and how closely principals aligned themselves with TL. They also examined if teachers understood the principals' leadership styles in a different way from that of Western teachers and principals. The researchers used a mixed methodology approach (using qualitative and quantitative methods) and found that different perceptions were related to whether the principals were practicing TL or not. The sample was a purposive sample of 247 individuals, of whom 130 agreed to take part (27 principals and 103 teachers). Sixteen of these individuals (12 teachers, four principals) participated in interviews. The researchers used Hofstede's cultural framework for their analysis and found a difference in perspectives related to the differences between the Western-oriented leadership model adapted by Emirati principals, and the Islamic orientation of the people involved. These findings helped to create a unified model for TL: the cross-cultural transformational leadership model.

A study by Al-Quran (2016) investigated teachers' opinions of TL as practiced by the directors of special education centers in the Karak Governorate, Jordan. This sample consisted of special education teachers (180) working in 29 public and private special education centers. A descriptive approach was followed to analyze the data statistically on a TL scale prepared by the researcher. The mean scores and standard deviations (SDs) were calculated and a two-way analysis of variance (ANOVA) was carried out. The researcher then used Scheffé's method for a post-comparison analysis. The results revealed that TL in special education centers was moderate and that it was preferred by the directors with higher academic qualifications and more than 10 years of experience. Also, there was an interaction effect between years of experience and academic qualifications. The researcher recommended that, to improve TL in special education centers, specific programs should be established to inculcate this approach.

Erdos (2015) examined transformational school leadership in an American secondary school setting. This study was conducted to assess how the principal raised teacher effectiveness in challenging conditions. The case study followed a high school principal in New York City. This study was also mixed method in approach. Data were collected via a survey of teachers and an interview with the principal about his leadership style, thoughts, and reflections. The results suggested that the principal was a transformational leader with certain instructional leadership traits as well. These results highlighted the relative effectiveness of aspects of the principal's leadership style.

Fisher (2017) conducted a case study in three American secondary schools to ascertain how TL practices contribute to improving low teacher morale. The researcher used a qualitative approach with a sample of three principals and 14 teachers in Texas, USA. The results suggested that teacher morale was affected by their views of the TL practiced by their principals. The three key elements affecting morale were collaboration, offering support, and decision-making.

Sun and Leithwood (2012) conducted a study based on a synthesis of unpublished transformational school leadership (TSL) research completed during the last 14 years. This study enquired into the nature of TSL and its effects on student achievement using review methods, including standard meta-analysis and vote-counting techniques. Twenty-four studies tested the direct effects of TSL on student achievement (most also examined indirect effects). Three reported mixed results; two reported significant positive effects; and 19 reported non-significant effects. The researchers assumed that narrative and vote-counting methods needed no explanation and they restricted their account to the meta-analytic techniques. Results identified a

wider range of practices than typically had been measured in previous TSL research. The results also suggested that TSL had small but significant effects on student achievement, that some TSL practices were especially powerful explanations of these effects, and that a large number of variables both moderate and mediate TSL effects on students.

Al Ghamdi (2011) investigated the practice of TL by public school principals in Al-Mokhwa Governorate in Saudi Arabia. The study aimed at identifying the extent of the practice of TL among public school principals, and the statistical significant differences in response concerning the extent to which TL was practiced by these school principals. The differences regarded the variables of academic qualification, academic specialization, and duration of experience in school administration). The researcher used a descriptive survey method and data were collected by a questionnaire designed by the researcher. The participants in the study comprised all the principals of public schools in Al-Mokhwa (110 in all, according to the official statistics of the Directorate of Education in Al-Mokhwa governorate). A Mann-Whitney test was used to identify the significance of the differences between the responses of the study, according to the variances of academic qualification and its specialization, and a one-way ANOVA and Scheffé's method for the post-comparison. This research found (i) that the practice of TL among the principals in Al-Mokhwa was low, from their perspectives; and (ii) there were statistically significant differences in the practice of TL according to the years of experience and educational qualification.

Loghani (2012) conducted a study on leadership style and its relationship to the academic achievement of students in the secondary school in the northern UAE Emirates of Fujairah, Ras Al Khaimah, Sharjah, and Sharjah Office District. The

purpose of the study was to investigate school leadership styles in this setting from the teachers' perspectives. The study used quantitative research methods. Data for this study were collected through a questionnaire, which comprised demographic information about participants, a recent version of Bass and Avolio's multifactor leadership questionnaire (MLQ) (1990) which measures passive, transactional, and transformational leadership and two restricted-choice questions about the relationship between leadership pattern and academic achievement.

The study surveyed 79 schools in Sharjah, Ras Al Khaimah, Fujairah, and Sharjah Office. In each school, the number of teachers was between 40 and 60. Twenty-four secondary schools were selected as the study sample. The questionnaire was sent to 552 male and female teachers in these schools. It was found that the principal's leadership style differed statistically according to the principal's gender and school district. The study showed that passive and avoidant leadership styles were not practiced in the schools, while three other leadership styles (i.e., transactional, transformational, and instructional) were practiced to a high degree. The study found that the instructional leadership style was practiced extensively by female principals in Fujairah district. The final conclusion was that teachers felt there was a strong relationship between leadership style and student academic achievement. They also perceived that the instructional leadership style leads to higher achievement of students.

According to Litz and Scott (2017), there is a difference in perception between teachers and principals. Al-Quran (2016) described the extent of leadership practices among directors of special need centers in Jordan. A study by Erdos (2015) examined TL as practiced by a principal in a secondary school in New York, while Fisher (2017)

conducted his study in three secondary schools to examine the effect of TL skills on building morale among teachers. However, Sun and Leithwood (2012) found that TL has little effect on student achievement. Loghani (2012) examined the relation between leadership style and academic achievement. He found that instructional style affects academic achievement more than TL style. Al Ghamdi (2011) examined the practices of TL from the principals' perspectives.

Chapter 3: Methodology

3.1 Overview

This chapter describes the quantitative methodological approach selected for this research. Naturally, the selection of the methodology was influenced by the purpose of the study that is, investigating the level of TL as practiced by school principals in private schools in Al Ain, UAE. This chapter will discuss the research methodology, the population, and sample, and describe the research instrument in terms of its validity, reliability, design, procedures, and the statistical methods used to analyze the data. This study sought to answer the following questions:

- To what extent do principals practice TL style in private schools in Al Ain?
- Is there any statistically significant difference according to gender, qualifications, and experience regarding TL practice among private school principals?
- What recommendations or suggestions can teachers provide to enhance the TL style of the principal?

The first question looked at the extent to which transformational leadership was practiced by school principals, from the teachers' perspective. The second question dealt with the statistical differences evident depending on gender, qualifications and experience in terms of the TL practiced by school principals. The third question elicited teachers' recommendations as to how to enhance TL practices in schools.

3.2 Research Design

This study used quantitative methodology involving the collection and analysis of numerical data. The methodology is suitable for describing, explaining, and predicting phenomena. The study also made use of a descriptive-inferential survey aimed at collecting data on the perceptions of teachers of the TL practices of their principals. The research methodology was designed to answer the three questions given above.

3.3 Population and Sample

The population was male and female teachers from kindergarten, Cycle 1 (grades 1–5), Cycle 2 (grades 6–9), and Cycle 3 (grades 10–12) private schools in Al Ain, UAE. The educational district follows ADEK regulations. The researcher chose this population because very few studies have previously considered TL in a private school setting. The population selected comprised teachers from 57 private schools in Al Ain. A convenience sample of 1203 teachers was chosen from 15 private schools. Only 400 surveys were completed. The return rate was 33 per cent, with 37 surveys excluded because they were incomplete.

The researcher chose the sample based on convenience sampling techniques. The 15 schools were easily accessed, and the teachers were willing to complete the survey. Table 1 summarizes the demographics of the sample. It includes teachers' classification regarding three variables: gender which consists of male and female teachers, qualification, teachers with bachelor, master, PhD and others, and finally years of experience which has three parts: teachers who have less than five years' experience, teachers between six and ten years and teachers over ten years' experience.

Table 1: Demographic profile of participants

	Participants	Number of participants
Gender	Male	98
	Female	260
Qualification	Bachelor	250
	Master	76
	PhD	7
	Others	25
Experience	0–5 years	93
	6–10 years	118
	Over 10 years	141

3.4 Research Instrument

The study made use of a questionnaire with two distinct sections. The first dealt with demographic data, while the second consisted of four categories, each with questions about different dimensions of TL. The questionnaire was created on a paid survey website, SurveyMonkey® (SurveyMonkey, 2020). It was distributed as a link to an online survey to the private schools in Al Ain. The questionnaire used a five-point Likert-type scale. It contained 29 close-ended questions within the four main categories and one open-ended question. It was designed to be completed in 10 to 15 minutes. The questionnaire was accompanied by a short covering letter explaining the purpose of the study. The demographic data in the first part of the questionnaire included information about the teacher: gender, level of education, teaching level, years of experience; and information about the principal: gender, qualifications, and years of experience. The four main categories covered the four domains or dimensions that comprise TL, i.e., idealized influence, inspirational motivation, intellectual

stimulation, and individualized consideration. The last question invited recommendations by teachers for enhancing TL in their schools.

3.5 Validity

For a quantitative approach, the validity of the instrument is vital. As such, it was reviewed by several professors in the UAE University's College of Education, and by two external PhD graduates. They helped ensure the questionnaire statements were clear, correct, and relevant to the study. The researcher modified the instrument based on comments and feedback. The questionnaire was presented in both English and Arabic as the participants could be either Western or Arab. Both versions were validated by faculty professors.

3.6 Reliability

To test the reliability of the tool, the researcher piloted the questionnaire with a group of 34 teachers, and a Cronbach's alpha calculated before distributing it to all participants. The Cronbach's alpha was calculated to assess the reliability of the questionnaire for the sample in the pilot test and for the sample of the whole study. It also was calculated for each of the four dimensions separately and for all statements together in the questionnaire. Tables 2 and 3 summarize the results.

Table 2: Cronbach's alpha coefficient in pilot test

Questionnaire section	Number of items	Cronbach's alpha
Idealized influence	8	.896
Inspirational motivation	7	.882
Intellectual stimulation	6	.898
Individualized consideration	8	.956
All items	29	.971

Table 3: Cronbach's alpha coefficient with main sample

Questionnaire section	Number of items	Cronbach's Alpha
Idealized influence	8	.976
Inspirational motivation	7	.963
Intellectual stimulation	6	.958
Individualized consideration	8	.979
All items	29	.991

As these tables show, all coefficients were above 0.8 for both the subsections and the whole questionnaire, which indicates a high level of reliability.

3.7 Data Collection Procedure

The researcher has a letter from the College of Education at UAE University to facilitate the researcher's task in the ADEK district and access participants in the private schools in the proper way. The researcher obtained ADEK approvals and ethical approval from the university's research ethics committees (as set out in the UAEU's research policies and procedures). The questionnaires were completed online at a survey website, SurveyMonkey® (SurveyMonkey, 2020), by teachers in the private schools. It took about two weeks to obtain sufficient returns. After completing the

questionnaire, data were exported to a Microsoft Excel spreadsheet and analyzed using the Statistical Package for Social Sciences (SPSS).

3.8 Data Analysis Procedure

Data were collected by the questionnaire posted online at SurveyMonkey®. Responses were rated on a Likert scale from 1= “always” to 5= “never”, and all responses exported to Excel file for analysis. The ratings on the scale were reversed so that 5= “always”, 4= “usually”, 3= “sometimes”, 2= “rarely”, and 1= “never”. Descriptive statistical analysis was used to summarize the means of all items and dimensions in the scale. This determined the perceptions of the participants concerning TL and how closely principals adhered to the central concepts of TL. A t-test was used to assess teachers’ perceptions regarding gender, while one-way ANOVA and multiple comparisons ascertained if differences of opinion could be statistically attributed to qualifications and years of experience for both teachers and principals. Teachers’ recommendations were analyzed from the open-ended question asked of the teachers by categorized and coded them and got the most frequent answers that provided the required results.

3.9 Ethical Considerations

The questionnaires were distributed after obtaining approval from the university's research ethics committee, ADEK, and school leaders. The questionnaire was accompanied by a covering letter explaining the purpose of the research to the participants. Participation was entirely voluntary and participants were aware that they had the right to withdraw at any time. The identities of participants were unknown to the researcher, and the information collected was confidential, with use only for this

study. Furthermore, contact information was supplied to participants should they wish to enquire about the findings or see the results of the study.

3.10 Limitations of the Study

This study was limited to private schools in Al Ain; therefore, the results cannot be easily generalized to every school in the UAE, nor generalizable to all public schools. This study used only a questionnaire, so it was limited by its methodology because it did not use interviews. Another limitation was related to the existence of several principals in one school. So, the participants completed their answers regarding their direct principal not the whole school principal.

3.11 Summary

This chapter has presented the quantitative methodological approach employed for the present study. The participant sample was drawn from teachers in private schools in Al Ain. The study instrument was a questionnaire designed by the researcher and distributed to the private school teachers, before the data were analyzed using the SPSS program.

Chapter 4: Findings

The purpose of this research was to investigate TL practices by principals in private schools in Al Ain from the teachers' perspectives against demographic variables such as gender, qualification and experience. It provides some teachers' recommendations to enhance the TL style of principals. See Appendix A for the percentages of each demographic variable.

This was done by answering three questions:

1. To what extent do principals practice TL style in Al Ain private schools?
2. Is there any statistically significant difference according to gender, qualification, and experience regarding practicing TL by private school principals?
3. What suggestions/ recommendations teachers can provide to enhance principals' TL style?

The following are the results of an analysis of data collected during the study for each question.

4.1 TL practice

The first question was about investigating TL practices by private school principals in Al Ain. To answer this question, descriptive statistical analysis was performed for all items of the questionnaire. This included calculating means, cumulative means, SDs, and frequencies. TL practices were measured with 29 items in the questionnaire. The mean of the 29 items were above 3.41, which is equivalent to a response of "usually" on the Likert scale. This indicates that TL practices are usually practiced by principals in private schools in Al Ain, from the teachers'

perspectives. The highest mean was 3.98 and the lowest was 3.41 both correspond to “usually” on the Likert scale. The highest mean was for statement 5 in the first dimension, idealized influence: “focuses attention in developing goals and school vision”. Almost half (47.4 per cent) of participants (n=172) felt their principals always did this (Figure 1). The lowest mean was for statement 28 in the fourth dimension, individualized consideration: “cares about my needs and improves my performance”. Specifically, the results showed that principals focused their attention on developing the school vision and goals; however, caring about teachers’ needs and improving their performance were actions that came later, or were less important to the principals.

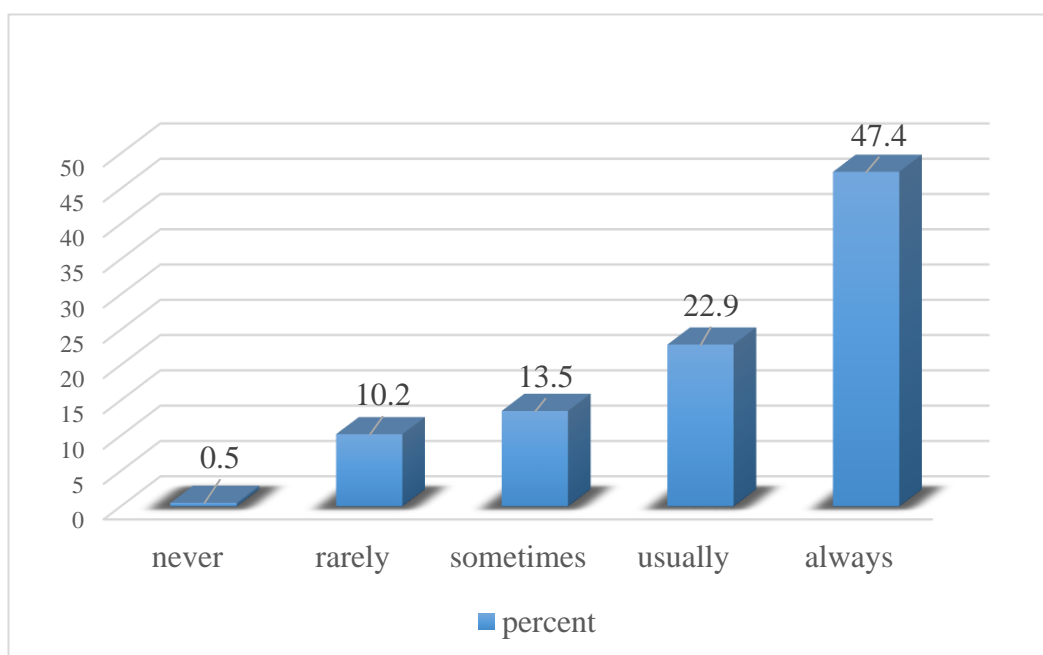


Figure 1: Participants' responses to statement 5: “focuses attention in developing goals and school vision”.

TL style was measured by 29 items in the questionnaire. Each dimension was measured by six to eight statements which describe the practices related to that dimension. The tables below show the means and SDs for the statements in each dimension, as perceived by the teachers.

Table 4: Idealized influence

Item #	Statements	Mean	SD
1	Deals faithfully with teachers.	3.81	1.21
2	Exchanges trust with teachers.	3.78	1.24
3	Encourages teachers to believe in change.	3.87	1.29
4	Rewards and empowers teachers.	3.52	1.32
5	Focuses attention in developing goals and school vision.	3.98	1.21
6	Gains respect, appreciation and loyalty from the teachers.	3.86	1.26
7	Behaves as a role model.	3.68	1.32
8	Encourage teachers to create new ideas to develop the school vision and mission and to participate in establishing its goal.	3.71	1.34

Table 4 shows the means and SD of the first dimension. Statement 5 had the highest mean (3.98), while statement 4 had the lowest (3.52). All fell into the range that corresponds to “usually” on the Likert scale. The results suggest that the teachers in the sample perceived their principals as usually having an individualized influence in their leadership practices. However, they generally agreed that the principals paid more attention to developing school goals and vision than to rewarding and empowering teachers.

Table 5: Inspirational motivation

Item #	Statements	Mean	SD
9	Challenges teachers with new ideas.	3.56	1.30
10	Sets high expectations from teachers.	3.73	1.32
11	Engages teachers in shaping future vision.	3.45	1.31
12	Focuses on cooperative work and raises team spirit.	3.72	1.32
13	Talks enthusiastically about the duties and what needs to be fulfilled.	3.89	1.28
14	Helps teachers to achieve their tasks and duties.	3.42	1.37
15	Trusts teachers' abilities and achievements.	3.62	1.30

Table 5 shows the results of inspirational motivation. Statement 13 had the highest mean (3.89) and the highest frequency (n=162), while statement 14 had the lowest mean (3.42). All fell into the range that corresponds to “usually” on the Likert scale. This indicates that principals usually practice TL. Their focus was on school duties and achievement rather than “helping teachers to achieve their tasks and duties”.

Table 6: Intellectual stimulation

Item #	Statements	Mean	SD
16	Provides new ideas to solve problems at school.	3.68	1.25
17	Encourages teachers to provide creative ways to solve problems.	3.63	1.32
18	Accepts creative ideas even if they do not agree with his thinking	3.46	1.35
19	Encourages teachers to use new strategies.	3.89	1.32
20	Does not allow criticizing teachers in public if they make mistake.	3.56	1.40
21	Raises creativity and encourages innovation.	3.81	1.32

Table 6 shows that all the statements had means in the “usually” range; statement 19 had the highest (3.89), while statement 18 had the lowest (3.46). The results indicate that principals usually practice TL, as seen from the teachers’ perspectives.

Table 7: Individualized consideration

Item #	Statements	Mean	SD
22	Provide me with consultation and coach me.	3.48	1.40
23	Builds trust between me and other teachers.	3.50	1.41
24	Pays attention to my emotions by supporting and encouraging me.	3.44	1.44
25	Appreciates and motivates me.	3.49	1.41
26	Develops me and supports my professional growth.	3.47	1.40
27	Encourages me to reach my goals which contribute in developing school.	3.53	1.40
28	Cares about my needs and improves my performance.	3.41	1.43
29	Respects and trusts me.	3.77	1.38

Table 7 represents six of these eight statements had means of 3.5 or less. In addition, they had the lowest means of all questionnaire items. This was apparently due to the concern of the dimension with teachers’ needs and improvement. However, the results show that the principals were assessed in the “usually” range, which indicates that the dimension of individualized consideration was usually evident in the principals’ practices.

To further describe TL practices in the light of the most and the least dimension practiced, cumulative means for each dimension were calculated. Although the means of all statements were in the “usually” range, it is clear that the lowest mean was 3.51 for dimension four (D4) while the highest mean was 3.77 for dimension one (D1). The overall mean for all dimensions was 3.650, with an SD of 1.2. The results show that the principals focused more on developing school goals and vision rather than concerning themselves with teachers and their needs, goals, motivation, and professional growth. Table 8 shows the statistical results.

Table 8: Means and SDs for all dimensions

Dimension	N	Mean	SD
D1	362	3.77	1.18
D2	362	3.63	1.19
D3	362	3.67	1.21
D4	362	3.51	1.32
DALL	362	3.65	1.20

4.2 Demographics

The second question was: "Is there any statistically significant difference according to gender, qualification and experience regarding practicing TL by private schools' principals?" This question was answered by analyzing the demographic data. A t-test was performed to find any statistically significance regarding the teachers' genders and one-way ANOVA and multiple comparisons were done to identify differences in the responses of participants due to qualifications and experience.

An independent-sample t-test was conducted for each statement and each dimension separately in the survey to find differences in teachers' perspectives according to their gender. The results show that in six statements there were significant differences in teacher's perspectives between males and females ($p < 0.05$). In statement 2, there was a significant difference in male ($M=3.65$, $SD=1.36$) and female ($M=3.81$, $SD=1.19$) perspectives; $t(355) = -2.09$, $p = 0.037$. In statement 3, there was a significant difference in male ($M=3.63$, $SD=1.39$) and female ($M=3.96$, $SD=1.25$) perspectives; $t(157.2) = -1.99$, $p = .047$. In statement 7, there was a significant difference in male ($M=3.51$, $SD=1.48$) and female ($M=3.73$, $SD=1.25$) perspectives; $t(354) = -2.22$, $p = 0.027$. In statement 8, there was a significant difference in male ($M=3.44$, $SD=1.50$) and female ($M=3.80$, $SD=1.27$) perspectives; $t(147.7) = -2.05$, $p = 0.041$. In statement 11, there was a significant difference in male ($M=3.23$, $SD=1.34$) and female ($M=3.53$, $SD=1.29$) perspectives; $t(356) = -2.53$, $p = 0.012$. In statement 12, there was a significant difference in male ($M=3.42$, $SD=1.40$) and female ($M=3.82$, $SD=1.27$) perspectives; $t(160.4) = -2.42$, $p = 0.016$. The results indicated that female teachers perceived the TL practices of principals more highly than the male teachers perceived them. However, there was no significant difference between male and female teachers in their view regarding the four dimensions of TL.

Applying a t-test for differences according to the principals' genders showed that, in all statements and dimensions, there were significant differences regarding TL practices. It was clear that female principals practice TL rather more than male principals in private schools, as seen from the teachers' perspectives.

Using a one-way ANOVA for differences due to teachers' qualifications showed significant differences in the perspectives of participants regarding TL

practices by the principals in private schools. Multiple comparisons using Tukey's honestly significant difference (HSD) test were done to determine where these differences lie.

There were significant differences between groups in all dimensions according to the teachers' qualifications. The results of holders of "bachelor" and "other" qualifications were significantly different to those with "master" qualifications in the first dimension ($p=0.000$). Participants who held bachelor and other qualifications reported higher results than master's degree holders in their view of TL practices in dimension one.

In dimension two, there were significant differences between "PhD, bachelor, other" holders and "master" teachers ($p=0.028$, $p=0.000$ and $p=0.000$, respectively.) It is clear that teachers with PhD, bachelor and other qualifications reported higher results than those with master's degrees.

Regarding dimension three, there were significant differences between "PhD, bachelor, other" and "master" teachers ($p=0.046$, $p=0.001$ and $p=0.000$, respectively.) The opinions of teachers with PhD, bachelor, and other qualifications scored higher than the opinions of those with master's degrees.

In dimension four, "bachelor" and "other" participants differed significantly from "master" teachers ($p=0.000$) for their perspectives on TL practices. The perspectives of teachers with "bachelor and other" qualifications rated higher than those with master's degrees. Finally, the means for all dimensions indicate that the perspectives of "master" participants were lower than those for participants with bachelor degree and other qualifications.

Looking at the principals' qualifications, results indicate significant differences between the practices of principals holding a PhD and principals with a master's degree ($p=0.000$) in all TL dimensions, from the teachers' perspectives. There were significant differences between principals with "others" qualifications and "master" holders ($p=0.002$ in the first dimension, $p=0.004$ in the second dimension, $p=0.001$ in the third dimension, and $p=0.030$ in the fourth dimension.) To summarize, the results indicate that principals with PhD and other qualifications practiced a TL style more than did those who held a master's degree, from the teachers' perspectives.

In respect of the variable of experience, a one-way ANOVA and multiple comparisons were performed. The results indicated significant differences between teachers' perspectives with "0–5 years," "more than 10 years," and "6–10 years" ($p=0.000$) in dimension one, three, and four, and the means of all dimensions together regarding TL practices. Additionally, "0–5 years" participants differed significantly from "6–10 years" participants ($p=0.001$) in their perspectives on practices in dimension two. There was a significant difference between the perspectives of teachers with "more than 10 years" and "6–10 years" ($p=0.000$) in dimension two. To sum up, the results show that teachers with "0–5 years" and "more than 10 years" of experience perceived that principals practice TL style more than did the teachers with "6–10 years" of experience.

Comparing the principals' experience in regard to practicing TL from the teachers' perspectives, there were significant differences between principals with "more than 10 years" experience and principals with "0–5 years" and "6–10 years" ($p=0.029$ and $p=0.000$, respectively) in dimension one. In dimension two, there were significant differences between principals with "more than 10 years" experience and

principals with “0–5 years” and “6–10 years” ($p=0.019$ and $p=0.000$, respectively). In dimension three, there were significant differences between principals with “more than 10 years” of experience and principals with “0–5 years” and “6–10 years” ($p=0.026$ and $p=0.000$, respectively). There was also a significant difference between principals with “more than 10 years” and “6–10 years” of experience ($p=0.000$). Overall, in all dimensions, there were significant differences between principals with “more than 10 years” experience and principals with “0–5 years” and “6–10 years” ($p=0.028$ and $p=0.000$, respectively), regarding TL practices. To conclude, it is clear that principals with “more than 10 years” of experience practiced TL style more than principals with less experience.

4.3 Teachers' Suggestions

The third question was: "What suggestions /recommendations teachers can provide to enhance principals' TL style?" Answering this question required analyzing the answers of the open-ended question in the questionnaire by categorizing them getting the most frequent answers, and from these qualitative findings, inferring any recommendations to enhance TL style in private schools in Al Ain. The following recommendations emerged.

It was found that teachers viewed transparency as essential to enhance TL among the private school principals. It seems that a lack in transparency pervades the relationship between principals and teachers in their daily work. Many teachers insist on clarity and transparency between teacher and leader to be able to work in a comfortable environment. They want to be trusted by their principals so they can implement their strategies and methods in their teaching and their own ways in problem-solving and decision-making processes. Additionally, some teachers sought

transparency between teacher and administration and saw it as a necessary requirement for TL style. Honesty and transparency were seen as primary values for enhancing TL practice.

It was found that effective communication between principal and teacher is necessary and essential. Most teachers supported interaction between principal and teacher to discuss and listen to teachers' ideas and opinions in order to find out new solutions for the problems facing teachers and other staff. In other words, principals need to engage teachers in solving the problems, especially those problems related to them, and in making decisions that specifically concern teachers and teaching. It was very important to communicate with teachers to meet their needs and interests in order to provide them with the suitable training, and create a sense of challenge among them. Thus, opening a dialogue, engaging with staff, and promoting leader–teacher relationships were seen as necessary practices for enhancing TL style.

Teachers insisted on the leader appreciating their works and achievements. They need to be helped by their principals to achieve their goals and expectations. Additionally, principals had to promote successful and effective teachers and award them in order to drive them towards greater success and creativity. Principals had to be supportive and effective, and encourage teachers to be creative. Moreover, motivating teachers was viewed as important so they might meet high expectations in their performance.

It was found that principals should distribute leadership and engage teacher with decision-making processes and with establishing school goals and vision. In addition, delegating responsibilities and roles for teachers was seen as important to improve teachers' performance and encourage them to implement new ways in

fulfilling their daily works and duties. Furthermore, teachers should be motivated to work collaboratively. Principals and teachers should work together to achieve their tasks and create new ways of thinking.

As a conclusion, the results reported high means regarding the practices of TL in private schools in Al Ain. It indicated that the principals usually practice TL style in their schools. However, although all the practices showed high results, in the usually range of Likert scale, it surprisingly appeared that the highest means were for statements in dimension one while the lowest ones were in dimension four statements. In other words, the highest practices were for idealized influence which concerns with school vision and mission while the lowest results were in the individualized consideration practices that focuses on the teachers' needs and improvements.

Furthermore, despite the high results of practicing TL by private school principals, the study surprisingly found that there can be a room for improvement in respect of some practices such as transparency between teachers and principals, effective and direct communication and distributing leadership.

Chapter 5: Discussion and Recommendations

The purpose of the present study was to investigate TL practices by principals in private schools in Al Ain, from the teachers' perspectives. It examined selected demographic variables such as gender, qualification, and experience, and provided some teachers' recommendations to enhance the principals' TL style.

This chapter includes a discussion of the results of the study, according to each of the questions, as well as recommendations for research and practice based on its findings.

5.1 Discussion – TL Practice

The study revealed that principals in Al Ain's private schools usually practice TL style in their schools. Moreover, the four dimensions of TL style: idealized influence, inspirational motivation, intellectual stimulation and individualized consideration were usually practiced by principals in private schools, from the teachers' perspectives. This is a similar finding to those of Loghani (2012) and Sun and Leithwood (2012), but unlike Smeirat and Magableh (2014) and Al Quran (2016), who found TL practices were average, while Al Ghamdi (2011) found them to be low, from the principals' perspectives.

The findings can be justified by the fact that the ADEC private schools' policy emphasizes the importance of ethical leadership as a required leadership. ADEK emphasizes the importance of excellent leadership skills based on ethical values, which are the core of TL style. Principals seek to adhere to this policy considering ethical leadership approach as their main style. Furthermore, they build ethical leadership skill for leaders in their school. School principals lead their school development, evaluating

school performance, and monitoring the teaching and learning process in the school as they affect their teachers' morale (Fisher, 2017). The principal is considered the primary contact person for the school. TL practices were found in this study to be high in all dimensions because the participants thought their principals were well aware of ethical values in education and the educational field, and this was evident in their leadership practices.

Another reason for a high level of TL practices is that ADEK has assigned some responsibilities and roles to school principals. They are required to improve themselves as school leaders and focus on school goals and vision (Sun & Leithwood, 2012; Murphy, 2005; Bass, 1990a; Burns, 1978). They also should encourage teachers and administrators to be leaders in their position. Therefore, the results reveal the highest level of practices were for achieving school goals and vision, a similar result to that of Litz and Scott (2017), who noted that inspiring a shared vision was applicable in the UAE.

The annual assessment of principals is another reason for the high level of practice of TL in private schools. Private school leaders are appointed by school owners and boards of trustees who determine the principals' duties and require principals to adhere to them. In addition, the Irtiqa'a inspection of private schools assesses school performance every two years, including the quality of school leadership and management. If a school fails to achieve an acceptable score in the inspection, the school is subject to an improvement plan and the board of trustees may remove the principal. Therefore, principals usually do their best to improve school leadership and management.

Although the results were high which indicates that principals usually practice TL in private schools in Al Ain, the results in D1 idealized influence were the highest while the results in D4 individualized consideration were the lowest. This can be justified by the fact that principals focus on what is required from them for ADEK, Ministry of Education and the system, therefore, because of this overload and requirements, they may not pay much attention to the teachers and the students as well even though they are the key business for them on their daily basis.

5.2 Discussion – Demographics

The study found that participants significantly differed in regard to qualification and experience; however, there was no difference regarding gender. No difference was found between male and female teachers in their perception of TL practices. This may be explained by the nature of the principals' leadership style they appear to lead male and female teachers the same. Additionally, it seems that their leadership is clear and effective for both male and female teachers. Private school principals assign duties and tasks for all teachers equally, and applying the ethical leadership value of equality, according to ADEK policy, principals become more aware of their roles as leaders for all.

Female principals practice TL more than male principals from the teachers' perspectives because it appears they concern themselves with teachers more than male principals do. Transformational leaders pay close attention to the needs, emotions, and interests of their followers. It would seem that this behavior is more closely aligned with that of female leaders who care more strongly about their staff, and who are more inclined to consult and take others' opinions into consideration.

Differences were evident in the perception of TL style based on qualification in dimensions one and four. The differences were between holders of “bachelor” and “others” qualifications and holders of “master” qualifications. Teachers with a bachelor degree or other qualification gave higher ratings than those with a master's degree. This may be understood in light of the broader knowledge of the master's holder. They are more aware of what their principals do and they can distinguish more readily if their principals practice TL or another leadership style. Master's degree teachers may understand their leaders' style and behaviors more clearly than a bachelor (or other) degree teacher who is more inclined, due to a relative lack of knowledge and awareness, to view a principal's practice from the teacher's own perspective. Specifically, master teachers are more enthusiastic and they are more likely to expect the highest level of leadership practice from their principals.

However, in two dimensions, inspirational motivation and intellectual stimulation, participants with a PhD rated higher than those with a master's degree. This may be due in part to their greater wisdom and experience with human nature; they are more inclined to justify the leader's practices and take a more realistic perspective. Moreover, the principals may trust their abilities more than those of other teachers, involve them in shaping school vision and goals, and accept their ideas and opinions more readily.

The results due to the principals' qualifications regarding TL practices from the teachers' perspectives showed significant differences between PhD principals and master's degree principals. PhD principals are more likely to practice TL style (Al Quran, 2016; Al Ghamdi, 2011). They are more knowledgeable about different leadership styles and they have the knowledge to use suitable practices within their

schools to match the ADEK policies that focus on ethical values. In addition, they try hard to improve teachers' performance and pay attention to their interests and needs. They seem to be more familiar with their teachers' nature and the best ways to motivate and stimulate them to develop and achieve their goals. Due to the level of study they have achieved, they are aware of the importance of dialogue and discussion.

The differences according to the teachers' experience can be explained by their differing understanding of the TL practices of their principals. Teachers with less than five years of work experience have a limited experience of the everyday routine at school. They find it harder to distinguish the style practiced by their leaders. This is the most likely reason behind their higher results compared with the teachers with six to 10 years of experience.

However, teachers with more than 10 years' experience have had the opportunity to 'calm down' and think more perceptively about their principals' practices. Furthermore, because the principals are more likely to value their most-experienced teachers, these teachers may become consultants to the principal, who depends on them in school processes such as decision-making and problem-solving.

The difference in results between principals with more than 10 years of experience and other principals, as seen from the teachers' perspectives, may be because the principals with longer experience are more likely to be adept at dealing with different kinds of people in the workplace. They know how to communicate with teachers and other staff members and this provides them with an ability to target teachers' interests. In short, their longer experience affects their TL practices. It seems that they are more likely to recognize a teacher's nature and try to meet the teacher's needs and support his/her professional growth. Also, the most experienced principals

know more clearly which practices will best improve and develop their schools and teachers (Al Quran, 2016; Al Ghamdi, 2011).

5.3 Discussion – Teachers' Suggestions

Although this investigation of teachers' perspectives recorded high results for TL style, many of the teachers surveyed gave recommendations for enhancing their principals' TL style in their schools which indicates that there is a room for improvement in some practices such as transparency, communication and awarding teachers' achievements. This is due to a belief in better practices in respect of teachers' needs and their awareness of the principal's responsibilities. Transparency, effective communication with the teacher, and appreciating and rewarding teachers were among the practices that teachers recommended for their principals. It would seem that their principals were more strongly focused on other TL practices related to school goals and performance than they were on teachers' needs. This was shown in the highest and lowest means found in the survey.

5.4 Recommendations for Practice

Achievement of the objectives of the Abu Dhabi Economic Vision 2030, "requires an effective and influential private education that competes with public education and fulfils the ambitious goals of the Emirate of Abu Dhabi" (ADEC, 2015). This highlights the need for improving those principals' skills and knowledge that can contribute to improve school performance. To reach this goal, the following recommendations may help to improve practices among principals.

1. The results of this study need to be shared with school principals to realize how their teachers see them

2. ADEK needs to emphasize training and professional development hours for school principals every year and include them in principals' assessments
3. Principals need to realize the necessity of direct and regular communication with teachers and its effectiveness in aiding their performance
4. Additional professional development should be presented to improve principals' TL style in their practices and its relation with the ethical side which ADEK has stated in its policy manual for schools.

5.5 Recommendations for Further Study

The present study could be extended in four ways. Further research should be conducted using qualitative method to consider how TL style affects school and teacher performance. A second research direction would be to investigate, from the principals' perspective, the obstacles which principals face when they implement TL style in their schools.

Further, a study might be conducted to determine the effect of TL style on student achievements. Finally, the current study should be replicated with different variables such as Arab and foreign teachers. Another study should be replicated with different sample, schools with “A” grade in Irtiqa’a inspection and schools with other grades.

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Appendices

Appendix A

Frequency of demographic profiles					
		Frequency	Percent	Valid percent	Cumulative percent
Teacher gender	Male	99	27.3	27.6	27.6
	Female	26	71.6	72.4	100.0
	Bachelor	251	69.1	69.9	69.9
Teacher qualification	Master	76	20.9	21.2	91.1
	PhD	7	1.9	1.9	93.0
	Others	25	6.9	7.0	100.0
Teacher experience	0- 5	93	25.6	26.3	26.3
	6- 10	119	32.8	33.7	60.1
	More than 10	141	38.8	39.9	100.0
Principal gender	Male	182	50.1	57.6	57.6
	Female	134	36.9	42.4	100.0
Principal qualification	Master	134	36.9	43.8	43.8
	PhD	104	28.7	34.0	77.8
	Others	68	18.7	22.2	100.0
Principal experience	0- 5	35	9.6	11.4	11.4
	6- 10	71	19.6	23.1	34.4
	More than 10	202	55.6	65.6	100.0

Appendix B



التاريخ: 2019/09/12

السادة / مجلس أبوظبي للتعليم المحترمين

لمن يهمه الأمر

نود إفادتكم علماً بأن الطالبة: أسماء أمين الشمير ID: 201770174
التخصص : القيادة التربوية

مسجلة في برنامج الماجستير في كلية التربية، و تقوم بإعداد بحث بعنوان:

درجة ممارسة مدراء المدارس الخاصة في العن للقيادة التحولية من وجهة نظر معلميهم
INVESTIGATING TRANSFORMATIONAL LEADERSHIP PRACTICES IN PRIVATE
SCHOOLS FROM TEACHERS' PERSPECTIVES

ندرجو التكرم بالموافقة على تسهيل مهمتها البحثية.

شاكرين ومقدرين حسن تعاونكم.
هذا وتفضلوا بقبول فائق التحية والتقدير .

منسق برنامج الماجستير

أ. دعلي شحادة


Ati Shehadeh




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Appendix C

 دائرة التعليم والمعرفة DEPARTMENT OF EDUCATION AND KNOWLEDGE	
Date: 17/12/2019	التاريخ : 17/12/2019
To: Private Schools Principals	المسادة / مديري المدارس الخاصة المحترمين
Subject : Letter Of Permission	الموضوع : تسهيل مهمة باحثين
Dear Principals,	تحية طيبة وبعد،
The Department of Education and Knowledge would like to express its gratitude for your generous efforts and sincere cooperation in serving our dear researchers.	يطيب لدائرة التعليم و المعرفة ان تتوجه لكم بخالص الشكر والتقدير لجهودكم الكريمة و التعاون الصادق لخدمة ابنائنا الباحثين
You are kindly requested to allow the researcher /Asmaa Chmer, to complete his research on:	و نود اعلا تمكم بموافقة دائرة التعليم و المعرفة علي موضوع الدراسة التي سيجريها الباحث / Asmaa Chmer بعنوان:
درجة ممارسة مدراء المدارس الخاصة في العين للقيادة التحويلية من وجهة نظر معلمهم	درجة ممارسة مدراء المدارس الخاصة في العين للقيادة التحويلية من وجهة نظر معلمهم
INVESTIGATING TRANSFORMATIONAL LEADERSHIP PRACTICES IN PRIVATE SCHOOLS FROM TEACHERS' PERSPECTIVES	INVESTIGATING TRANSFORMATIONAL LEADERSHIP PRACTICES IN PRIVATE SCHOOLS FROM TEACHERS' PERSPECTIVES
Please indicate your approval of permission by facilitating her me with the sample groups at your schools.	لذا يرجى التكرم بتسهيل مهام الباحث و مع إجراء الدراسة المشار إليها
For Further information : please contact Helmy Seada on 02/6150140	للاستفسار : يرجى الاتصال بالسيد / حلمي مديرو وحدة البحوث والتخطيط وقياس الأداء هاتف 02/6150140
Thank you for your cooperation. Sincerely yours,	شاكرين لكم حسن تعاونكم وتقضوا بقبول خالص الاحترام و التقدير
PO Box 36005 Abu Dhabi, United Arab Emirates T +971 (0)2 615 0000 F +971 (0)2 615 0602 E info@adec.ac.ae	

Appendix D







جامعة الإمارات العربية المتحدة

United Arab Emirates University

Division of Research and Graduate Studies Ethics Approval System

You are Logged in as: Asmaa Chmer

• [Logout](#)

Ref No	Subject	Request Type	Request Status	Submit Date	View Documents / Provide Feedback
 <div>ERS_2019_6028</div>	INVESTIGATING TRANSFORMATIONAL LEADERSHIP PRACTICES IN PRIVATE SCHOOLS FROM TEACHERS' PERSPECTIVES	Social Sciences Ethics Committee - Research	Approved	01/12/19	

Appendix E

QUESTIONNAIRE

Dear teachers,

You have been invited to take part in a study titled [Investigating Transformational Leadership Practices in Private Schools from Teacher's Perspectives in Al Ain] conducted by [Asmaa Amin Chmer] in [Department of Education\ Leadership track \ UAE University]. Participation in this study will take [5- 10 minutes] to complete the survey. We request and highly appreciate your cooperation by answering the survey. All responses will be completely confidential and will not be shared with anyone. You can withdraw from completing at any stage in the process without being penalized. If you have any questions, you may contact (Asmaa Chmer) at (201770174@uaeu.ac.ae).

Transformational Leadership (TL) is the relationship between the leader and the followers in which both raise each other to high level of motivation and morality.

المعلمين/ المعلمات الأفاضل

هذه الاستبانة جزء من دراسة تحت عنوان " درجة ممارسة القيادة التحويلية لدى مدراء المدارس الخاصة من وجهة نظر معلميهـم"، والباحثة إذ تضع بين أيديكم هذه الاستبانة فإنها تقدر مساهمتكم الفعالة بالإجابة عن فقرات الاستبانة بدقة و موضوعية لما له من أثر في الحصول على نتائج دقيقة، علماً بأن تعبئة الاستبانة تستغرق 5-10 دقائق. كل ما يرد في الإجابات سيكون موضع احترام و يعامل بسرية تامة و لن يستخدم إلا لأغراض البحث العلمي فقط.

للتعريف بالقيادة التحويلية هي نمط قيادي يسعى القائد و التابعين لرفع كل منهما الآخر إلى أعلى مستويات الأخلاق و الدافعية و السلوكيات.

للاستفسار عن الدراسة بإمكانكم التواصل مع الباحثة على الرقم 0501097197 أو عبر البريد الإلكتروني
يرجى التواصل مع الباحثة على البريد الإلكتروني 201770174@uaeu.ac.ae

شاكرين لكم حسن تعاونكم

Part one:**Teacher's information (معلومات المعلم)**• **Gender (الجنس):**

- ☐ Male (ذكر) ☐ Memale (أنثى)

• **Qualification (المؤهلات العلمية):**

- ☐ Bachelor (بكالوريوس) ☐ Master (ماجستير) ☐ PhD (دكتوراه) ☐ others (أخرى)

• **Teaching level (المرحلة التي يدرسها):**

- ☐ KG (رياض الأطفال) ☐ cycle1 (حلقة أولى) ☐ cycle2 (حلقة ثانية) ☐ cycle3 (حلقة

ثالثة)

• **Years of experience (سنوات الخبرة):**

- ☐ 0- 5 years (من 0-5 سنوات) ☐ 6- 10 years (من 6-10 سنوات) ☐ more than 10

years (أكثر من 10)

Principal information (معلومات مدير المدرسة)• **School principal's gender (الجنس):** ☐ Male (ذكر) ☐ Female

(أنثى)

• **Qualification (المؤهلات العلمية):**

- ☐ Master (ماجستير) ☐ PhD (دكتوراه) ☐ others (أخرى)

• **Years of experience (سنوات الخبرة) :**

- ☐ 0- 5 years (من 0-5 سنوات) ☐ 6- 10 years (من 6-10 سنوات) ☐ more than 10 years (أكثر من 10 سنوات)

Please judge how often each statement fits your current principal. Please use the following rating scale to complete the survey.

هذه الاستبانة تحتوي على تسع و عشرون عبارة تصف نمط أو سلوك مديرك أو مديرتك، و عليك اختيار الإجابة التي تمثل مدى موافقة كل عبارة مع سلوك مديرك أو مديرتك، باختيار الدرجة المناسبة كالتالي:

مطلقا / Never 5	Rarely / نادرا 4	Sometimes/ أحيانا 3	Usually 2	Always/ دائما 1
----------------------------------	-----------------------------------	--------------------------------------	----------------------------	----------------------------------

		Never مطلقاً 5	Rarely نادراً 4	Some- times أحياناً 3	Usually غالباً 2	Always دائماً 1
	Idealized Influence التأثير المثالي Our School Principal:					
1	Deals faithfully with teachers. يتعامل بصدق مع المعلمين.					
2	Exchanges trust with teachers. يتبادل الثقة مع المعلمين					
3	Encourages teachers to believe in change. يشجع المعلمين على الايمان برؤية التغيير					
4	Rewards and empowers teachers. يعزز المعلمين ويمكنهم					
5	Focuses attention in developing goals and school vision. يهتم بتطوير أهداف و رؤية المدرسة					
6	Gains respect, appreciation and loyalty from the teachers. يحظى باحترام و تقدير وولاء المعلمين					
7	Behaves as a role model. يمارس سلوكيات تجعله نموذج مثالي و نمط قيادي مميز					
8	Encourage teachers to create new ideas to develop the school vision and mission and to participate in establishing its goal. يشجع المعلمين لخلق فكرة جديدة لتطوير رؤية المدرسة و					

	رسالتها و المشاركة بوضع اهدافها					
	Inspirational Motivation الدافعية الإلهامية					
9	Challenges teachers with new ideas. يستثير روح التحدي بين المعلمين					
10	Sets high expectations from teachers. يضع توقعات عالية للمعلمين					
11	Engages teachers in shaping future vision. يُشارك المعلمين بتشكيل رؤية مستقبلية					
12	Focuses on cooperative work and raises team spirit. يركز على العمل التعاوني و يرفع من روح الفريق					
13	Talks enthusiastically about the duties and what needs to be fulfilled. يتحدث بحماس عن المهام المراد انجازها					
14	Helps teachers to achieve their tasks and duties. يساعد المعلمين بانجاز اعمالهم و واجباتهم					
15	Trusts teachers' abilities and achievements. يثق بقدرات المعلمين و إنجازاتهم					
	Intellectual Stimulation الإستثارة الفكرية					
16	Provides new ideas to solve problems at school. يقدم أفكار جديدة لحل المشكلات في المدرسة					
17	Encourages teachers to provide creative ways to solve problems.					

	يشجع المعلمين ليقدموا طرق إبداعية لحل المشكلات					
18	Accepts creative ideas even if they do not agree with his thinking يوافق على الأفكار الإبداعية حتى ولو لم تتوافق مع فكره					
19	Encourages teachers to use new strategies. يشجع المعلمين لاستخدام استراتيجيات جديدة					
20	Does not allow criticizing teachers in public if they make mistake. لا يسمح بانتقاد المعلمين علنا عندما يخطؤون					
21	Raises creativity and encourages innovation. يعزز الإبداع و يشجع على الابتكار					
	Individualized Consideration الاعتبارية الفردية					
22	Provide me with consultation and coach me. يقدم لي الاستشارات و يعمل كموجه لي					
23	Builds trust between me and other teachers. يبني نوع من الثقة بيني و بين المعلمين الآخرين					
24	Pays attention to my emotions by supporting and encouraging me. يعبر انتباها لمشاعري بتقديم الدعم لي					
25	Appreciates and motivates me. يقدرني و يحفزني					

26	Develops me and supports my professional growth. يساعدني و يدعم تطوري المهني					
27	Encourages me to reach my goals which contribute in developing school. يشجعني للوصول إلى أهدافي التي تساهم بتطوير المدرسة					
28	Cares about my needs and improves my performance. يهتم باحتياجاتي و يحسن من أدائي					
29	Respects and trusts me. يحترمني و يثق بي					

From your personal experience in the field, what are the recommendations/suggestions you have to enhance practicing TL in your school?

من خلال خبرتك كمعلم في الميدان، ما هي الإقتراحات/ التوصيات التي تذكرها لتعزيز ممارسات القيادة التحويلية في مدرستك؟
